READ 7263 Tutoring Lesson Plan Number **1**

**Tutor: Nancy Hart Student First Name: Francesca Grade Level: rising 9th**

**Instructional Reading Level Narrative: 7th grade**

**Instructional Reading Level Expository: \_\_\_\_\_\_\_**

**Instructional Focus for Tutoring: increase motivation and engagement in reading, thereby increasing word recognition, automaticity, and comprehension.**

***Guided Reading*** **Text and author:** *Sleeping Freshmen Never Lie*, David Lubar

**Reading Level of the text**: Interest Level: Grade 9 – 12. Grade Level Equivalent: 3.9. Lexile: 560L. Guided Reading: Not Rated. Genre/Theme: Comedy & Humor, General Fiction. Topics: Character & Values, Friends & Friendships.

**Teacher READ ALOUD:** Tutor will read front & back cover copy, front matter, and Chapter 1 (pgs. 3 – 18) modeling the think-aloud strategy and inner voice strategy.

**Learning Objective:**

**ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.**

**ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.**

*Learning objective assessment: KWL, concept map, background knowledge check, etc.?*

Inner voice graphic organizer, personal word wall with pronunciation key and definition.

**Before Reading:**

*What hook will you use to motivate the student to the text (virtual trip, drama, mystery bag, word theatre, culturally responsive discussion, writing, etc..?)*

Choice and relevance. Student and I took a book shopping trip to Barnes & Noble and chose the text together. The topic (high school freshman fears) and writing style (humor) appealed to the student. The format of relatively short chapters also makes it a good choice for use within tutoring sessions, and made reading a novel less intimidating for the student.

Before reading, tutor and student will discuss what it means to listen to your inner voice while reading and how it helps a reader to understand the concepts and meaning of the text.

***Select the NRP dimensions you will be focusing on for the lesson and list the specific reading strategies (For example: the analogy strategy for phonics and reciprocal questioning for comprehension):***

***Word Study****/Phonics and Comprehension Strategy****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Word Study****/Vocabulary and Comprehension Strategy:* Analogy strategy, context, re-reading.

*Fluency Strategy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Comprehension Strategy:* Think-aloud/inner voice/visual imagery, reciprocal questioning.

*What visuals, etc. will you use to reinforce the strategy before, during, and after reading/ (A chart, art, writing, etc.)*

A personal word wall set up as a Word document on Cessica’s computer. She will add art of her choice to decorate her wall to make it uniquely her own. The wall includes a table with headings: word, pronunciation key, and definition.

As Cessica reads, she will complete the inner voice graphic organizer by writing and illustrating.

**During Reading:**

After tutor reads Chapter 1, tutor will have Cessica ask her questions about the passage; have Cessica make some predictions about what she thinks will happen in the next chapter; Cessica will read Chapter 2 aloud; following the reading, the tutor will ask Cessica questions about the passage and have student make predictions about the next chapter.

The student will read Chapter 3 silently; as she reads, she will complete the inner voice graphic organizer by writing and drawing the images she visualizes (copy of organizer attached.) Also, as she reads, she will highlight any unfamiliar words.

**After Reading:**

Tutor and student will discuss the student’s responses on the graphic organizer. Student will enter the words she highlighted on her word wall; go back to the text and, with tutor scaffolding and prompting, attempt to decode the word using the analogy strategy, re-reading a section of the passage, and using contextual clues, then enter its pronunciation and definition on her word wall. If the student is unable to decode the word or is not sure she is correct, she will refer to the Merriam-Webster online dictionary to determine the word’s pronunciation and definition and add it to her word wall.

Follow-up assignments given to student: continue reading the novel, with a goal of 30 minutes a day. Suggest that student carry her copy of the book when she goes out, or goes outside to her pool. A good opportunity to seize reading time can be while waiting at the tennis courts, waiting at the doctor’s/dentist’s office, or sunbathing around the pool between swims. Complete The Need to Read graphic organizer (copy attached) (can be handwritten or completed on computer using Word and emailed to tutor.) Goal: use 1 new word taken from your word wall in everyday conversation or everyday writing (lists, email, notes, etc.) by next session.

**Assessment of Objective:** Although the chapters were short, student was getting a bit antsy midway through Chapter 3. She is more relaxed and focused during oral reading than during silent reading. Her responses to the inner voice imagery were creative and demonstrated her comprehension of the text. We encountered some words that were new to me too (though explained within the story) and the student enjoyed “solving the word puzzle.”

**Reflection***:* Before next session, brainstorm some strategies to break up the silent reading session with oral, written, or physical activities to keep Cessica’s attention focused. Maybe limit silent reading to 15 minute segments and perform some simple exercises (arm circles, shaking limbs, etc.) before settling down to quiet reading.